

1. Collaborative Learning Communities

The program organizes adults into learning communities that foster collegiality and collaboration whose goals are aligned with those of the school and district and whose purpose is to improve student achievement.

0 Weak Evidence

- ☐ The program does not organize school teams and/or leadership teams to improve student performance.
- ☐ The program requires school teams to meet quarterly at a scheduled time to examine standards students are required to master, monitor student progress toward meeting the standards, develop more effective lesson plans, critique student work, assess the effectiveness of instruction, and identify needs for staff development.
- ☐ The program does not provide staff development for teachers, families, and local community entities specifically to create positive home/school relationships that support student learning.
- ☐ The program does not require two-way communication with parents and the community.

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- ☐ The program organizes school teams and/or leadership teams to make collaborative decisions to improve student performance.
- ☐ The program requires school teams to meet monthly at a scheduled time during a regular school day to examine standards students are required to master, monitor student progress toward meeting the standards, develop more effective lesson plans, critique student work, assess the effectiveness of instruction, and identify needs for staff development.
- ☐ The program provides minimal staff development for teachers specifically to create positive home/school relationships that support student learning.
- ☐ The program requires two-way communication with parents and the community.

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- ☐ The program organizes school and leadership teams to make collaborative decisions to improve student performance.
- ☐ The program requires school teams to meet monthly at a scheduled time during a regular school day to examine standards students are required to master, monitor student progress toward meeting the standards, develop more effective lesson plans, critique student work, assess the effectiveness of instruction, and identify needs for staff development.
- ☐ The program provides periodic staff development for teachers and families specifically to create positive home/school relationships that support student learning.
- ☐ The program requires two-way communication with parents and the community in a variety of ways but does not include the use of technology.

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- ☐ The program organizes school and leadership teams and trains them to make collaborative decisions to improve student performance.
- ☐ The program requires school teams to meet bi-weekly at a scheduled time during a regular school day to examine standards students are required to master, monitor student progress toward meeting the standards, develop more effective lesson plans, critique student work, assess the effectiveness of instruction, and identify needs for staff development.
- ☐ The program provides on-going staff development for teachers, families, and local community entities specifically to create positive home/school relationships that support student learning.
- ☐ The program requires two-way communication with parents and the community in a variety of ways, including the use of technology.

4 Strong Evidence

- ☐ The program organizes school and leadership teams and trains them to make collaborative decisions to improve student performance.
- ☐ The program requires school teams to meet weekly at a scheduled time during a regular school day to examine standards students are required to master, monitor student progress toward meeting the standards, develop more effective lesson plans, critique student work, assess the effectiveness of instruction, and identify needs for staff development.
- ☐ The program provides on-going staff development for teachers, families, and local community entities specifically to create positive home/school relationships that support student learning.
- ☐ The program requires two-way communication with parents and the community in a variety of ways, including the use of technology.

2. Leadership

The program improves the learning of all students by developing a skillful school leader who models and guides community and staff in continuous school improvement.

0 Weak Evidence

- ☐ The program does not have a leadership team.
- ☐ The program does not provide the administration with support in the skill areas needed to implement the comprehensive school improvement plan.
- ☐ The program does not build leadership skills among the staff and does not promote distributive leadership.
- ☐ The program does not align its leadership training with any of the requisite proficient skills outlined in the South Carolina Department of Education Principal Evaluation Instrument.

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- ☐ The program includes a leadership team that provides guidance with regard to the allocation of time and resources, decision-making, setting priorities, and implementing research based instructional strategies that improve teaching and learning.
- ☐ The program provides the administration with little or no support in the skill areas needed to implement the comprehensive school improvement plan.
- ☐ The program does not build leadership skills among the staff and does not promote distributive leadership.
- ☐ The program aligns its leadership training with some of the requisite proficient skills outlined in the South Carolina Department of Education Principal Evaluation Instrument.

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- ☐ The program includes a leadership team with family representation that provides guidance with regard to the allocation of time and resources, decision-making, setting priorities, and implementing research based instructional strategies that improve teaching and learning.
- ☐ The program provides the administration with support in the skill areas needed to implement the comprehensive school improvement plan.
- ☐ The program builds leadership skills among the staff but does not promote distributive leadership.
- ☐ The program aligns its leadership training with the requisite proficient skills outlined in the South Carolina Department of Education Principal Evaluation Instrument.

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- ☐ The program includes a leadership team with family and community representation that provides guidance with regard to the allocation of time and resources, decision-making, setting priorities, and implementing research based instructional strategies that improve teaching and learning.
- ☐ The program provides the administration with support in the skill areas needed to implement the comprehensive school improvement plan.
- ☐ The program builds leadership skills among the staff and promotes distributive leadership.
- ☐ The program aligns its leadership training with the requisite proficient skills outlined in the South Carolina Department of Education Principal Evaluation Instrument.

12 Strong Evidence

- ☐ The program includes a leadership team with family and community representation and other school level teams that provide guidance with regard to the allocation of time and resources, decision-making, setting priorities, and implementing research based instructional strategies that improve teaching and learning.
- ☐ The program provides the administration with support in the skill areas needed to implement the comprehensive school improvement plan.
- ☐ The program builds leadership skills among the staff and promotes distributive leadership.
- ☐ The program aligns its leadership training with the requisite exemplary skills outlined in the South Carolina Department of Education Principal Evaluation Instrument.

3. Data-Driven

The program design requires the school leadership to use a variety of data, including the school report card, to inform decision-making and monitor program performance.

0 Weak Evidence

☐ The program does not use data to inform decision making and monitor program performance.

2

The program uses some data and methods of data analysis annually to:

- ☐ determine the needs of the school,
- ☐ regularly monitor the implementation of the program, and
- ☐ provide evidence of school improvement.

☐ The program uses only traditional assessment strategies at the classroom level.

☐ The program uses benchmark testing to inform instruction.

☐ The program has the technology to support the analysis of benchmark testing.

4

The program uses some data and methods of data analysis at least semi-annually to:

- ☐ determine the needs of the school,
- ☐ regularly monitor the implementation of the program, and
- ☐ provide evidence of school improvement.

☐ The program uses only traditional assessment strategies at the classroom level.

☐ The program uses benchmark testing to inform instruction.

☐ The program has the technology to support the analysis of benchmark testing.

6

The program uses various data and methods of data analysis at least quarterly to:

- ☐ determine the needs of the school,
- ☐ regularly monitor the implementation of the program, and
- ☐ provide evidence of school improvement.

☐ The program uses traditional and non-traditional assessment strategies at the classroom level.

☐ The program uses benchmark testing to inform instruction.

☐ The program has the technology to support the analysis of benchmark testing.

8 Strong Evidence

The program continuously uses various data and methods of data analysis to:

- ☐ determine the needs of the school,
- ☐ regularly monitor the implementation of the program, and
- ☐ provide evidence of school improvement.

☐ The program uses traditional and non-traditional assessment strategies at the classroom level.

☐ The program uses benchmark testing to inform instruction.

☐ The program has the technology to support the analysis of benchmark testing.

Methods of data analysis include but are not limited to: data disaggregation, gap analysis, trend analysis, and test item differentiation.

4. Comprehensive Planning

The program design employs a comprehensive system appropriate for addressing the needs of the school and the goal to improve student achievement.

0 Weak Evidence

☐ The program does not have an inclusive and comprehensive system for improving student achievement and overall school improvement.

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☐ The program has a preplanning phase to assess the needs of the school in the areas of student achievement and teacher and leadership quality but does not include school climate.

☐ The program personnel collaborates with school staff to develop a plan for school improvement.

☐ The program implementation of the plan provides high quality staff development opportunities appropriate for the school staff throughout a designated implementation period.

4

☐ The program has a preplanning phase to assess the needs of the school in the areas of student achievement, teacher and leadership quality, and school climate.

☐ The program personnel collaborate with school staff and students, where appropriate, to develop a comprehensive plan for school improvement that is shared with the district and other stakeholders.

☐ The program implementation of the comprehensive plan provides job-embedded training and high quality staff development opportunities based on change theory and adult learning principles appropriate for the school staff throughout a designated implementation period.

6

☐ The program has a preplanning phase to assess the needs of the school in the areas of student achievement, teacher and leadership quality, and school climate.

☐ The program personnel collaborate with school staff, students, where appropriate, and other stakeholders to develop a comprehensive plan for school improvement that is shared with the district.

☐ The program implementation of the comprehensive plan provides on-site personnel to support job-embedded training and high quality staff development opportunities based on change theory and adult learning principles appropriate for the school staff throughout a designated implementation period.

8 Strong Evidence

☐ The program has a preplanning phase to assess the needs of the school in the areas of student achievement, teacher and leadership quality, and school climate.

☐ The program personnel collaborate with district and school staff, students, where appropriate, and other stakeholders to develop a comprehensive plan for school improvement.

☐ The program implementation of the comprehensive plan provides on-site personnel to support job-embedded training and high quality staff development opportunities based on change theory and adult learning principles appropriate for the school staff throughout a designated implementation period.

5. Instructional Focus The program creates an atmosphere of high expectations for all staff and students to improve the academic achievement of all students.				
0 Weak Evidence <input type="checkbox"/> The program does not ensure that the core curriculum is aligned with the state standards. <input type="checkbox"/> The program does not provide professional development for the staff in such areas as content knowledge, instructional strategies, alignment of curriculum to instruction, assessment, differentiated instruction, and classroom management. <input type="checkbox"/> The program does not expect students to achieve at high levels through the implementation of research-based instructional strategies. <input type="checkbox"/> The program does not establish school-wide expectations for student behavior. <input type="checkbox"/> The program does not address the diversity of students and staff.	3 <input type="checkbox"/> The program ensures that the core curriculum is aligned with the state academic standards. <input type="checkbox"/> The program provides limited professional development for the staff in such areas as content knowledge, instructional strategies, alignment of curriculum to instruction, assessment, differentiated instruction, and classroom management. <input type="checkbox"/> The program expects all students to achieve at high levels through the implementation of research-based instructional strategies. <input type="checkbox"/> The program establishes school-wide expectations for student behavior that are equitably enforced. <input type="checkbox"/> The program addresses the diversity of students and staff.	6 <input type="checkbox"/> The program ensures that the core curriculum is aligned with the state academic standards. <input type="checkbox"/> The program provides periodic professional development for the staff in such areas as content knowledge, instructional strategies, alignment of curriculum to instruction, assessment, differentiated instruction, and classroom management. <input type="checkbox"/> The program expects all students to achieve at high levels through the implementation of research-based instructional strategies. <input type="checkbox"/> The program establishes school-wide expectations for student behavior that are theoretically based and equitably enforced. <input type="checkbox"/> The program addresses the diversity of students and staff as a means to promote student success.	9 <input type="checkbox"/> The program ensures that the core curriculum is aligned with all of the state academic standards and integrated throughout all subject areas. <input type="checkbox"/> The program provides ongoing, job-embedded professional development for the staff in such areas as content knowledge, instructional strategies, alignment of curriculum to instruction, assessment, differentiated instruction, and classroom management. <input type="checkbox"/> The program expects all students to achieve at high levels through the implementation of research-based instructional strategies and interventions consistent with the needs of students. <input type="checkbox"/> The program establishes school-wide expectations for student behavior that are theoretically based and equitably enforced. <input type="checkbox"/> The program addresses the diversity of students and staff as a means to promote student success.	12 Strong Evidence <input type="checkbox"/> The program ensures that the core curriculum is aligned with all of the state academic standards and integrated throughout all subject areas. <input type="checkbox"/> The program provides ongoing, job-embedded professional development for the staff in such areas as content knowledge, instructional strategies, alignment of curriculum to instruction, assessment, differentiated instruction, and classroom management. <input type="checkbox"/> The program expects all students to achieve at high levels through the implementation of research-based instructional strategies and interventions consistent with the needs of students. <input type="checkbox"/> The program establishes school-wide expectations for student behavior that are theoretically based and equitably enforced. <input type="checkbox"/> The program addresses the diversity of students and staff in a variety of ways as a means to promote student success.

6. Student Performance The program has current statistical data that demonstrates program success.				
0 Weak Evidence <input type="checkbox"/> There is no valid, reliable statistical data available on improved student achievement from schools with similar demographics.	4 <input type="checkbox"/> There is limited valid, reliable statistical data available on improved student achievement from schools with similar demographics.	8 <input type="checkbox"/> There is some valid, reliable statistical data available on improved student achievement from schools with similar demographics.	12 <input type="checkbox"/> There is adequate valid, reliable statistical data available on improved student achievement from schools with similar demographics.	16 Strong Evidence <input type="checkbox"/> There is ample valid, reliable statistical data available on sustained, improved student achievement from schools with similar demographics.

In accordance with Regulation 1520, the program effectiveness after two years will be evaluated using the scale below.

7. Expected Results After Two-Years of Implementation The program meets expected progress.				
0 Weak Evidence <input type="checkbox"/> The school's absolute index decreases or remains the same over a two-year period.	1 <input type="checkbox"/> The school's absolute index increases by .1 of a point in a two-year period.	2 <input type="checkbox"/> The school's absolute index increases by .2 of a point in a two-year period.	3 <input type="checkbox"/> The school's absolute index increases by .3 of a point in a two-year period.	4 Strong Evidence <input type="checkbox"/> The school's absolute index increases by more than .3 of a point in a two-year period.